Online Workers' Intentions toward Building Interactive Communications: Probing Their Partnerships via the Theory of Planned Behavior (TpB)

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Abstract: The main purpose of this qualitative research is to find out online workers' intentions toward Interactive Communication Networks (ICNs) that they redesign and revolutionize their new roles in these new interactive milieus carefully. In this study, the online workers' intentions are indications of their readiness and immediate antecedent of behaviors to utilize ICNs in the classrooms. Therefore, the *Theory of Planned Behavior* (*TpB*) is chosen to expose their intentions toward these cutting-edge technologies. Based on the main purpose of the research, there are three main research concerns: 1) the Turkish *Behavioral Beliefs* of online workers' toward ICNs; 2) the Turkish *Normative Beliefs* of online workers' toward ICNs, and 3) the *Control Beliefs* of Turkish online workers' toward ICNs?

Introduction

Today's Turkish higher education have invested heavily *Interactive Communication Networks (ICNs)*, which are playing important roles in generating interactive communication networks among them. Not only do these ICNs provide the highest quality interactions for the online workers and continually meeting the needs of their community, but also represent novel and effective tools to help advance sustainable communication developments in higher education. Besides, these technologies have powerful potentials to develop responsible citizens who communicate effectively, think critically, recognize the rights and contributions of others and become independent lifelong learners (Bonk and Cunningham 1998). The mission of Turkish online workers insure that all learners have the necessary communicational skills to be prepared for a variety of post-secondary opportunities; such as jobs, vocational schools, colleges or universities. Therefore, to build goals and objectives for ICNs, the online workers must improve their teaching strategies and principles according to a technology plan that directs all communicational activities and decision making processes powerfully. This must be a concise and specific presentation of usable information for ICNs by focusing on a powerful vision of the future. An effective technology plan can provide these online workers with the time and freedom to restructure their curriculum around ICNs. Besides, this plan can improve not only university-community communications, but also learner performances on empowering interactive communications. To enhance the collaboration skills of the online workers via this plan, they can utilize all available ICNs to increase the amount of engaged teaching performances and the levels of communication skills. On the other side, the Turkish government spent billion dollars to integrate ICNs into curriculums via effective technology plans; but these technologies are being used in the higher education institutions very minimally (MEB, 2004).

Although the integration of ICNs into classroom is viewed as one of effective teaching strategy for improving their communicational skills, most of the online workers' have rarely favorable intentions toward the effectiveness of ICNs in their classes (MEB, 2004). Aizen (2005) emphasizes that these intentions are indications of their readiness to perform a given behavior. Therefore, the online workers' intentions toward ICNs show their attitudes toward the *behaviors*, *subjective norms*, and *perceived behavioral controls* of ICNs that each predictor is weighted for its importance in relation to the behavior and population of interest (Petty and Cacioppo, 1996; Aizen, 2005; Value Based Management.net, 2005). The online workers' intentions toward ICNs can influence their abilities to utilize these technologies in their classes. While are bombarded promises of tomorrow's ICNs, these workers are also struggling to make efficient and effective use of today's ones due to their thoughts about teaching with ICNs. This is important for Turkish online workers' to feel comfortable with being able to use all types of ICNs in their daily educational activities; because their intentions toward communicational innovations can significantly change curriculum, subject matters and course contents as well as communicational milieus. Their intentions, consequently, must be improved positively toward the use of ICNs. If the online workers' are indeed to embrace ICNs, they can make them a part of their teaching cultures. Therefore, the major purpose of this study is to find out the Turkish online workers' intentions toward ICNs. Besides, this qualitative research is to determine how an effective technology plan can help the online workers' to change their negative intentions toward ICNs to positive ones that they can use these novel technologies more than they utilize before.

Theoretical Background of the Study

This research tries to find out and analyze the Turkish online workers' intentions toward ICNs that they redesign and revolutionize their new roles in these new communication environments carefully. In this study, their intentions are indications of their readiness and immediate antecedent of behaviors to utilize ICNs in the communication milieus. Besides, these intentions are

based on their attitudes toward the behaviors, subjective norms and perceived behavioral controls with each predictor weighted for its importance in relation to their behaviors and population of interests (Aizen, 1985; Aizen, 1991. Aizen, 2002; Aizen, 2005). In this case, their intensions are their aims that guide their actions. Besides, the online workers consider a behavior intentional when it appears purposeful or done intentionally based on reasons (beliefs, desires, etc.) and performed with skill and awareness (Malle, Moses and Baldwin, 2001). In short, their intentions can direct all their forces of the awareness of ICNs. The *Theory of Planned Behavior (TpB)* is chosen to expose the online workers' intentions toward the cutting-edge technologies. This theory highlights that human action is guided by three kinds of considerations (Aizen, 1985; Aizen, 1991; Aizen, 2002; Aizen, 2005; Value Based Management.net, 2005): 1) *Behavioral Beliefs* (beliefs about the likely consequences of the behavior) produce positive or negative *attitudes* toward the behavior), 2) *Normative Beliefs* (beliefs about the normative expectations of others) result in perceived social pressure or subjective norms), and 3) *Control Beliefs* (beliefs about the presence of factors that may facilitate or impede performance of the behavior) rise to *perceived behavioral controls*. According to Ajzen (2005), *Behavioral Beliefs* as the subjective probability link the behavior of interest to expected outcomes that the behavior will produce a given outcome. Therefore, an individual can hold many behavioral beliefs with respect to any behavior. These accessible beliefs are in combination with the subjective values of the expected outcomes that determine the prevailing attitude toward the behavior. *Normative Beliefs* refer to the perceived behavioral expectations of such important referent individuals or groups (such as the person's spouse, family, friends, supervisor, coworkers, etc.). These beliefs are in combination with the person's motivation to comply with the different referents. *Control Beliefs* have to do with the perceived presence of factors that may facilitate or impede performance of a behavior. They are in combination with the perceived power of each control factor, which determines the prevailing perceived behavioral control. To sum up, as shown Figure 1, the general rule is that the more positive the attitude and subjective norm and the greater the perceived control, the stronger must be the person's intention to perform the behavior in question (Petty and Cacioppo, 1996; Aizen, 2005; Value Based Management.net, 2005). Therefore, in this study, the TpB helps the researcher to predict Turkish online workers' intentions toward ICNs, and also to explain how an effective technology plan changes these workers' intentions toward ICNs positively.

Purposes

Defining Turkish online workers' intentions toward ICNs trough building an effective technology plan reduces the limitations and pitfalls of interactive communications. However, a continuous inquiry into the online workers' intentions toward these progressive technologies has yet to be undertaken deeply (Wiburg, 1997; Koszalka, 2001). This paper, therefore, make a unique contribution to Turkish online workers' intentions toward ICNs by providing a comprehensive overview on this investigation. Besides, this study discusses that building an effective technology plan is how to help these workers develop productive intentions and how these intentions can be addressed with various methodologies to involve the interactive communicational dimensions of ICNs in higher education. Besides, the productive intentions of these people toward ICNs are vital for learners to be engaged citizens, informed individuals and dynamic members of their society. Therefore, learners having different communication styles and strategies can improve their critical thinking skills by involving lifelong learning experiences. Based on the main purpose of this research and the concerns discussed above, there are three key research inquiries in this study:

1. What are the *Behavioral Beliefs* of Turkish online workers toward ICNs?
    a. What are the online workers' positive attitudes toward ICNs?
    b. What are the online workers' negative attitudes toward ICNs?
2. What are the *Normative Beliefs* of Turkish online workers toward ICNs?
    a. What are the positive perceived social pressures that the online workers use or do not use ICNs in their classes?
    b. What are the negative perceived social pressures that the online workers use or do not use ICNs in their classes?
3. What are the *Control Beliefs* of Turkish online workers toward ICNs?
    a. What are the online workers' positive perceptions of their ability to use or not use ICNs in their classes?
    b. W hat are the online workers' negative perceptions of their ability to use or not use ICNs in their classes?

Method

This is a qualitative case study project, which aims to investigate online workers' intentions toward building interactive communications to empower their partnerships. For these reasons, this research utilizes qualitative data to provide detailed information to the researcher for the data collection. Moreover, this method helps the author to generate new perspectives and stimulate new directions in the data analysis. In this research, the case study was chosen as an appropriate qualitative research method for a couple reasons. First, this study was exploratory in order to allow insights to emerge from a recursive data analysis process. The variables in the site of the research were highly complex and extensive. Additionally, the research data were very dependent on context and needed to be collected in its natural environment with no controls and manipulations. As an *interpretive multi-method* approach, the qualitative methodology allowed the researcher to use inductive logic, designing categories, themes and patterns without control and manipulation in the natural research setting (Patton, 1990; Bogdan and Biklen, 1992; Maxwell, 1996). Additionally, this case examined the phenomena in depth in its natural context by focusing on a specific case. Therefore, the researcher can overcome the natural prejudices.

Research Setting and Participants

This research was conducted during the 2004-2005 school-years in Eskisehir, Turkey. The findings of this study represent the 112 online workers (43 women and 69 men) who work at online communication area through their partnerships to build efficient online communication networks. They were asked individually to read and sign the informed consents form, which described the research in detail. Therefore, all these participated voluntarily in this research. The comprehensive information about the participants' demographic characteristics is given the *Data Sources* section.

Data Sources

To find out online workers' intentions toward building interactive communications, a questionnaire was designed based on *the Theory of Planned Behavior* (*TpB*) by the researcher. This questionnaire had two main sections:

1. The first section was aimed to collect the online workers' demographic characteristics, and had the five structured questions, and

2. The second section had three sub-sections, which each of them had the three open-ended questions to investigate the online workers' intentions toward building interactive communications. All open-ended questions in these sub-sections were semi-structured.

In the second section of the questionnaire, the first sub-section was designed to find out and analyze the online workers' *behavioral beliefs* toward building interactive communications. In this sub-section, the first question was tried to investigate the *advantages* of building interactive communications whereas the second question was tried to examine the *disadvantages* of building interactive communications in online activities. The last question was tried to focus on what *other factors influenced* these workers' attitudes toward building interactive communications. The second sub-section was designed to find out and analyze the online workers' *normative beliefs* toward building interactive communications. In this sub-section, the first question was tried to investigate which people were the *most important* to influence these workers' intentions toward building interactive communications whereas the second question was tried to examine which people were the *least important* to influence their intentions toward building interactive communications in online milieus. The last question was tried to focus on whether there were *another groups and/or people*, who were influenced these online workers' intentions toward building interactive communications. The last sub-section was designed to find out and analyze the workers' *control beliefs* toward building interactive communications. In this section, the first question was tried to investigate what the *most influential factors* were about their partnerships whereas the second question was tried to examine what *the least influential factors* were about their partnerships. The last one of this section was tried to focus on whether there were *other issues and concerns* that would influence these online workers' intentions toward building interactive communications.

Each question in the questionnaire was carefully developed and modified according to investigating the focus of the study. Besides, this study focused on producing the meticulous description of online workers' intentions toward building interactive communications, and also developing possible explanations of this phenomenon in its natural context.

Data Analysis

The analysis of online workers' intentions toward building interactive communications began at the beginning of the Fall 2004 Semester and continued through the final written report at the end of the Fall 2005 Semester. The data analysis process in this study was analytic and recursive to inform further decisions on data being collected. It also was restructured, flexible and open to the discussions with the stakeholders and reviews of related literature. During the data analysis procedure, the researchers briefly followed these steps given in a logical order:

1. Determine the *positive indicators* of the online workers' intentions toward building interactive communications based on the related literature (These *positive indicators* help the researcher explore and analyze possible explanations related to these workers' mental and emotional states of readiness to adopt new communication technologies. Integration and use of these cutting-edge technologies into online communications is strongly dependent on the online workers' knowledge of novel technology applications. Therefore, these defined *positive indicators* can assist the stakeholders, practitioners and researchers in encouraging interactive communications and continued collaborations among online workers as well the high-technology integration into higher education. On the other hand, these *positive indicators* can help these workers facilitate in-service programs regularly that provide training on new communication technologies in developing interactive activities online),

2. Discover the *negative behaviors/actions* of the online workers' intentions toward building interactive communications based on the related literature (These *negative behaviors/actions* show that the online workers must change their pedagogical strategies and principles to build interactive communications in higher education. Besides, these *negative behaviors/actions* underline why their not only establish but also maintain powerful relationships of mutual participating by sharing of ideas and practices, discussing the effective choices to adopt new ideas and practices, and also collaborating inside and outside the online communication milieus),

3. Find out the *salient beliefs* of the online workers' intentions toward building interactive communications based on the related literature (The *salient beliefs* help the researcher how to change and reorganize the online workers' deep negative feelings toward building interactive communications. Therefore, they can be awareness about their feelings, skills and thoughts about building interactive communications that this process helps them adopt technological innovations easily. This is important to empower the partnerships for building interactive communications by promoting these workers' positive reflections. Moreover, these *salient beliefs* help researcher explain online workers' biases, stereotypes and understandings on building interactive communications. Therefore, these online workers can explore their values, insights and norms as well as responsibilities about building interactive communications in their institutions),

4. Write the nine questions for the questionnaire according to the *positive indicators negative behaviors/actions* and *salient beliefs* of the online workers' toward building interactive communications based on the related literature,

5. Make the research participants sign the informed consent forms,

6. Hand out the paper-pencil questionnaires to the online workers,

7. Take the questionnaires back in six months,

8. Explore the dimensions of behavior, normative and control beliefs of the online workers' toward building interactive communications,

9. Identify patterns and themes, and

10. Write a research report.

After exploring and identifying patterns and themes, the researcher triangulated the qualitative data and reported the results in descriptive and narrative form together. Beside, the researchers systematically stored the qualitative data by following a careful data management process to document and analyze the data collection.

Findings and Discussions

This present study addressed the following main research question: *What are the Turkish online workers' intentions toward Interactive Communication Networks (ICNs) trough building an effective technology plan?* This section reports the findings, which emerged during the data analysis, to answer the research question and its sub-questions. The collected data had shown the *behavioral*, *normative* and *control beliefs* of the 112 online workers (43 women and 69 men).

Turkish Online Workers' *Behavioral Beliefs* toward ICNs

In this research, the online workers' *behavioral beliefs* are in combination with the subjective values of the expected outcomes to determine their prevailing attitudes toward the behavior. Specifically, their attitudes toward ICNs are the degree to which performances of their behaviors are positively or negatively valued.

The online workers' positive attitudes toward ICNs. According to the collected and analyzed data of this study, all participants in this study have these *positive attitudes*: ICNs

1. can empower not only the specific core thinking skills and strategies, but also higher-order thinking skills;
2. are concerned with empowering productivity in their works, and reduce communication costs;
3. ensure the needs of diverse kinds of learners;
4. increase the efficiency of their team projects;
5. produce usable, easy and safe communication systems;
6. increase organizational productivity and social interactions among them and other staff;
7. support the multilevel and various knowledge and skills of learners;
8. reduce labor requirements and production times;
9. enhance creative ideas and critical thinking leading to innovative projects; and
10. help them merge theory and principles derived from research findings.

According to the *positive indicators, negative behaviors/actions, salient beliefs* defined in the Method section of this study, the most important *positive attitude* for the 107 online workers toward ICNs was to can empower not only the specific core thinking skills and strategies, but also higher-order thinking skills. The majority of these online works (87,5%) tended to be concerned with empowering productivity in their works, and reduce costs. In this study, the second most important *positive attitude* for the 94 online workers (83,9%) was that ICNs provided them with a theoretical basis from which to make flexible predictions about task

performance. Of 112 online workers, the 73 online workers (65,2%) believed that ICNs can take into account how they perform their work activities efficiently whereas the 45 of them (41,2%) pointed out that ICNs can proceed information as a series of order stages. Of 43 female online workers, the 36 ones (83,7%) indicated that ICNs supported active processes and took place in collaborative and situated contexts whereas the 51 male online workers (73,9%) highlighted that ICNs could make communications more enjoyable and interactive. Of the 39 youngest online works, the 17 of them (43,5%) emphasized that ICNs empowered complex, dynamic entities, consisting of multitude of interdependent communicaitons whereas the majority of the eldest ones (87,7%) mentioned that ICNs helped them resolve different communicational breakdowns. Of 112 online works, the 11 online works (9,8%) strongly emphasized that ICNs help them carry out tasks safely, effectively, efficiently and enjoyable. The minority of the online workers (8%) highlighted that ICNs could help them assist in developing effective technology plans.

The online workers' negative attitudes toward ICNs. According to the collected and analyzed data of this study, all participants in this study have these *negative attitudes*: ICNs

1. do not a multidisciplinary nature that utilize social sciences, such as education, sociology, psychology, etc. They are the applications of computer science;
2. do not integrate knowledge from different disciplines;
3. do not focus on educational theory as applied to the cutting-edge innovations across all areas of the curriculum;
4. cannot provide them with the guidelines for critical decision-making processes;
5. do not provide them with integrated concrete perspectives to the design process;
6. do not use several methods to help them predict human performance;
7. do not inform them about existing organizational structures;
8. do not support the social aspects and characteristics of human interactions;

According to the *positive indicators, negative behaviors/actions, salient beliefs* defined in the Method section of this study, the most important *negative attitude* for the majority online workers (81,2%) toward ICNs was that these technologies had various features and aspects, which could suit diverse learners/users and tasks. In this study, the least important *negative attitude* for the majority online workers (85,7.0%) did not allow disabled individuals to utilize digital milieus. Of 43 female online workers, the 29 ones (67,4%) indicated that ICNs were not very well suited to some tasks and milieus so that their pros and cons must have been understood clearly whereas the 65 male online workers (94,2%) highlighted that ICNs could not provide information and feedback in observable forms and frameworks by people. Of 112 online workers, the 73 ones (65,2%) emphasized that ICNs could not help them asses critically the design procedures by using diverse interaction styles whereas the majority of male online workers (85,5%) strongly indicated that ICNs did not realize how cognitive issues influence design of their interaction styles and skills. The majority of these online workers (81,3%) strongly highlighted that ICNs did not efficiently support question and answer type dialogues, which were rigid and undependable actions.

Turkish Online Workers' *Normative Beliefs* toward ICNs

In this research, the online workers' *normative beliefs* refer to the perceived behavioral expectations of such important referent individuals or groups. These normative beliefs were in combination with these online workers' motivations to comply with the different referents. Besides, the subjective norms of the online workers were the perceived social pressure to engage or not to engage in a behavior.

The positive perceived social pressures. The participants state that computer expertise, researchers, subject experts, colleagues, and stakeholders have positive pressures on them. According to the *positive indicators, negative behaviors/actions, salient beliefs* defined in the Method section of this study, the most important *positive perceived social pressures* for the majority of these online workers (91,2%) were computer expertise and stakeholders. These online workers indicated that these social pressures encouraged them to select and apply suitable techniques for collecting learners'/users' requirements, tasks and skills. Of 43 female online workers, who had few years work experiences, the 13 of them (30,2%) strongly highlighted that their colleagues were the most important *positive perceived social pressure* for them whereas the 61 of the male online workers (88,4%) indicated that subject experts had important *perceived social pressures* on them.

The negative perceived social pressures. The participants mention that politicians, peers, supervisors, college professors and evaluators have negative pressures on them. According to the *positive indicators, negative behaviors/actions, salient beliefs* defined in the Method section of this study, of 112 online workers, the 107 ones (95,5%) strongly pointed out that not only supervisors but also college professors had the most important *negative perceived social pressures* on them. The 97 online workers (86.6%), who were between 31-39 years old, the 25 female online workers (58,1%) and also the 57 male online workers (83,1%) strongly indicated that college professors and evaluators had *negative perceived social pressures* on them to utilize effective ICNs. Of 112 online workers, the 68 of them (61%) emphasized that politicians had *negative perceived social pressures* on them to realize how learner/user centered communication design could be open and flexible.

Turkish Online Workers' *Control Beliefs* toward ICNs

In this study, the online workers' *control beliefs* had to do with the perceived presence of factors that could facilitate or impede performance of a behavior. Therefore, these control beliefs were in combination with the perceived power of each control factor.

The online workers' positive perceptions of their ability. All participants point out that they can improve the design system by providing knowledge about what learners/users can achieve to do. Furthermore, they note that supplying diverse modeling tools, techniques and methods helps them apply the knowledge to their own design and production problems. According to the *positive indicators, negative behaviors/actions, salient beliefs* defined in the Method section of this study, the most important *positive perceptions* for the majority online (78.1%) was that ICNs offered one of the most powerful and dynamic methods of interacting with each others. Of 43 female online workers, the 32 of them (74,4%) pointed out that ICNs could support informal and spontaneous communications, were as important as formal ones whereas the 55 male online workers (80%) strongly indicated that ICNs helped them share information, resolve problems and discover opportunities in a planned way. Of 39 young online learners, the 31 of them (79.5%) that ICNs could provide them with authentic communication skills and tasks whereas the majority of the older ones (85%), who have very strong technology experiences, noted that both informal and formal communications were essential aspects of their work milieus.

The online workers' negative perceptions of their ability. These participants highlight that ICNs cannot help them transfer the generalization of concepts and skills learned in one milieu to another in which it can be appropriate. Furthermore, they note that integrating ICNs into curriculum areas cannot make regarding educational strategies that facilitate transfer. In reality, according to them, there are multiple levels of difficulty so that learners and users cannot the program to their needs and skills. According to the *negative indicators, negative behaviors/actions, salient beliefs* defined in the Method section of this study, the most important *negative perceptions* for the majority online workers (67.4%) was that ICNs did not allow them to view as wide a variety of communication systems as possible whereas the least important *negative perceptions* for them (27.2%) was that ICNs did not effectively support group discussions and brainstorms by providing suitable communication facilities and generate creative ideas and designs by evidently gathering information. Of 43 online workers, the 36 of them (84%) pointed out that ICNs could not support complex and knowledge intensive interactions amongst them whereas the 23 younger online workers (59%), who were between 21-29 years old, strongly indicated that ICNs did not empower multi-way interactive communicaitons at the individual task level and at the over all process. Of 112 online workers, the 42 of them (37.5%), the 21 of them (18,8%) and also the 12 of them (10,7%) pointed out that ICNs could support low level interactive communication opportunities and did not provide them with flexible optimizations as functions of their presences.

The Overall Findings

Figure 1 shows the relationships among knowledge, intentions and behaviors of the online workers' intentions. In this research, the participants pointed out that interactive online communications are increasing in their sophistication levels, but becoming more persistent. Besides, they feel that interactive online communications can make their partnerships more efficient and accurate, and also provide with dynamic collaborations between university and community. However, there are existing influential relationships between their online communication attitudes and technological competencies. In this study, these workers indicate that they do not prepare mentally for action in online. Therefore, this situation shapes their online postures toward integrating new communication technologies in curriculum. Finally, the findings of this study show that these workers have lack of self-confidences due to their poor technology skills and knowledge. Having positive attitudes, beliefs and behaviors help them actively enga ge in their partnership progresses and critically reflect upon their feelings and insights. Also, these issues can encourage them to effectively transfer their knowledge to the new educational contexts. As a result, they can improve their complex critical thinking skills to generate, produce and demonstrate their knowledge that provides the rubrics for building interactive communications effectively. Developing critical thinking skills to utilize the cutting-edge technologies must be the most important goals for these online workers. When they think critically, they become active, productive, hopeful, and psychologically healthier people. Besides, to promote collaborations and interactions between university and community, these workers can involve in developing a technology plan to meet their changing needs.

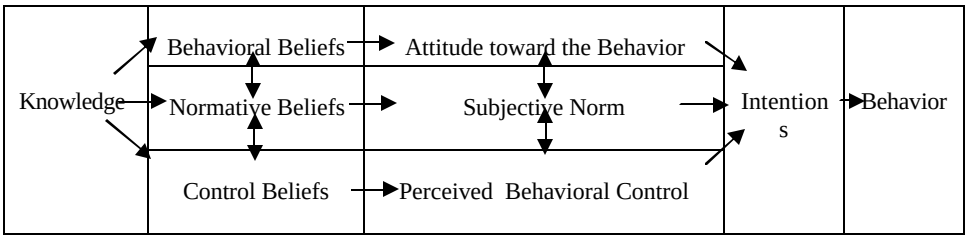

Figure 1. The Relationships among *Behavioral, Normative* and *Control* Beliefs
(Adapted from the TpB of Aizen, 2005)

The online must spend extra efforts to integrate new technologies into daily partnership routines. They must use a systematic approach to improve a technology plan that they from diverse backgrounds have different communication styles, skills, interests, needs, and cultural experiences. Therefore, these workers can make various meaningful connections among their knowledge, practices and skills to integrate and use interactive online communications into their classrooms. They must understand where and how interactive online communications lead their community, affect their schools, and kept pace with novel technological

advancements in their communication usages. Finally, to improve more positive intentions, the online workers must obtain at least basic knowledge and skills about building interactive online communications for lifelong learning. In this research, the online workers' *behavioral beliefs* are in combination with the subjective values of the expected outcomes to determine their prevailing attitudes toward the behavior. Specifically, their attitudes toward building interactive online communications are the degree to which performances of their behaviors are positively or negatively valued. In this research, the participant *normative beliefs* refer to the perceived behavioral expectations of such important referent individuals or groups. These normative beliefs were in combination with their motivations to comply with the different referents. Besides, their subjective norms were the perceived social pressure to engage or not to engage in a behavior. In this study, the workers' *control beliefs* had to do with the perceived presence of factors that could facilitate or impede performance of a behavior. Therefore, these control beliefs were in combination with the perceived power of each control factor.

Conclusions

In this article, the researcher has attempted to explore and analyze the online workers' intentions toward building interactive online communications. These workers in distance education must involve academic activities in meeting their changing needs and realizing new opportunities for lifelong learning. Besides university and community partnerships must prepare these lifelong learners to become active members of online knowledge societies. Therefore, this study is to investigate the principles and strategies of university and community partnerships that lifelong learners actively engage in their education progresses and critically reflect upon what they share with each other. Building online societies encourages these learners to effectively transfer their knowledge to the new contexts of educational and social justice. As a result, all these lifelong learners can improve their complex critical thinking skills to construct, produce or demonstrate their knowledge in distance education. Besides, they can discover constructivist rubrics to assess lifelong criteria and promote partnerships between university and community. Building online knowledge societies must be the most important educational goals of university and community partnerships in distance education.

Educational Importance of the Study

Although increasingly academic institutions are beginning to offer distance education, university and community partnerships toward building Interactive Communication Networks (ICNs) for lifelong learning that is relatively a new phenomenon. This study will define, examine and analyze Turkish online workers' intentions toward ICNs to design and deliver real-life experiences for lifelong communication learners by highlighting university and community partnerships. Therefore, this study will provide a useful theoretical framework to provide effective university and community partnerships with the comprehensive challenges of this radical reform movement in distance education. Also, according to Turkish online workers intentions toward ICNs, this paper will focus on redefining new assessment techniques, increased standards, and more accountability issues for lifelong learning in distance education. Therefore, these people will conduct diverse researches in distance education to serve lifelong communication learners powerfully. This article, moreover, can help individuals to rethink ICNs, focus on the more pressing educational and social problems of our time, and also understand the achievement challenges and assessment concerns of lifelong learning in distance education. Besides, this research can address the questions and concerns to build ICNs by looking at practices and experiences from the everyday situations. Finally, this paper can provide lifelong learners with pedagogical knowledge and communicational design guidelines for the education-oriented design of distance education in a multicultural and democratic view.

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